

Oral Communication Focus (OC)

OC Student Learning Outcomes

Information Gathering (content)

1. Students will find, evaluate, and use appropriate information for oral presentation.

Organization

2. Students will present information in a clear and organized manner appropriate for the intended audience and purpose.

Delivering the Presentation (Style)

3. Students will demonstrate effective verbal and nonverbal delivery.

4. Students will use textual or visual aids to promote clarity and interest.

Time-Line

The proposed plan is to assess the delivery and visual aids student learning outcomes simultaneously, with a pilot test conducted this semester.

We plan to get student volunteers from two departments (approximately six students' presentations).

Artifacts: The students' presentation will be videotaped and evaluated by two raters trained in the rubrics. Any textual aids distributed/used in the presentation will be collected. The bibliography or reference page and presentation outline will be collected as well.

An alignment question will be addressed which will investigate whether prior training in public speaking (e.g., taking Sp 151 or 251) has an impact on the 4 aforementioned learning outcomes.

Rubrics

Information Gathering

Beginning	Developing	Accomplished	Exemplary
Does not collect any information that relates to the topic	Collects very little information; some relates to the topic	Collects some basic information; most relates to the topic	Collects a great deal of information; all relates to the topic

Organization

Beginning	Developing	Accomplished	Exemplary
Little or no focus or order to the material. Speaker lacks an awareness of the audience, for the presentation provides no relevant evidence or illustrations.	Speaker provides some focus or order to the material but the structure is somewhat unclear. Speaker makes some attempt to provide evidence or illustrations but some information is either extraneous or insufficient.	Speaker focuses and orders the material to convey a generally unified point or effect. Speaker's explanation and uses of evidence or illustrations are generally appropriate for the audience.	Speaker focuses and orders the material to convey a unified point or effect. Speaker's explanation and uses of evidence or illustrations are highly appropriate for the audience.

Delivery—verbal and non-verbal communication

Beginning	Developing	Accomplished	Exemplary
Inappropriate or ineffective enunciation, pronunciation, volume, pitch, inflection, or pace seriously hinder the speaker's audibility or obstruct communication with the audience. Reading of or reference to notes, recitation, inappropriate display or lack of energy level or empty vocalizations adversely affect the delivery. Poor posture, distracting or inappropriate body movements or gestures, or lack of eye contact interferes with the delivery.	Enunciation is hampered by occasionally lazy articulation; some inappropriateness of pronunciation, volume, pitch, inflection, or pace may be noticeable but such instances do not seriously hinder the speaker's audibility. Delivery generally appears spontaneous but some moments of apparent recitation, reading of notes, or reference to notes occasionally interrupt. Inappropriate body movements, facial expressions, or gestures are occasionally noticeable	Clear enunciation, appropriate pronunciation, volume, pitch, inflection, and pace are generally maintained, but occasionally the speaker's voice is lacking somewhat in the appropriate enthusiasm or energy level. Delivery appears spontaneous throughout. A few empty vocalizations are noticeable but are not distracting. Speaker appears interested; facial expressions are consistently compatible with spoken content; body movements and gestures are usually natural, appropriate, and relaxed. Any nervous movements do not interfere with the presentation. Any lack of eye contact is only momentary.	Clear enunciation; appropriate pronunciation, volume, pitch, inflection, and pace throughout. Speaker sounds genuinely interested in the topic. Delivery appears spontaneous throughout. Notes may assist but do not interrupt or control delivery. Physical presentation is appropriate and purposeful in enhancing the speaker's comments; body movements and gestures are natural, appropriate, and relaxed; eye contact is consistently maintained.

Delivery—use of textual and visual aids

Beginning	Developing	Accomplished	Exemplary
No use of textual or visual aids; aids are inappropriate, distracting, incomprehensible or extraneous; speaker inappropriately utilizes aids by facing the screen, or blocking the audience's view of the aid.	Minimal use of textual or visual aids; aids are not quite appropriate, or are somewhat distracting, not completely comprehensible, or somewhat extraneous; speaker does not utilize aids effectively by occasionally facing the screen, or blocking the audience's view of the aid.	Use of textual or visual aids; aids are appropriate, not distracting, generally comprehensible or not extraneous; speaker generally utilizes aids effectively by facing the audience and not blocking the audience's view of the aid.	Use of textual or visual aids; aids are highly appropriate, not distracting, completely comprehensible and highly relevant, and add significantly to the impact of the presentation ; speaker consistently utilizes aids highly effectively by facing the audience and not blocking the audience's view of the aid.

The Information Gathering rubric was adapted from the San Diego State University Cabrillo Tidepool Study Collaboration Rubric (p. 60 of Allen's yellow handout).

The Organization and Delivery rubrics were adapted from the University of South Carolina's General Education Assessment Criteria – Oral Communication (p. 36 of Allen's yellow handout).

Contemporary Ethical Issues (ETH)

ETH Student Learning Outcome

Students who complete the Contemporary Ethical Issues requirement will be able to demonstrate proficiency in forming responsible ethical judgments regarding some contemporary ethical issue.

Rubric (holistic)

1 Clueless	Does not identify the ethical issues; Fails to acknowledge multiple viewpoints or embraces contradictory viewpoints; Unclear about the frameworks, principles, codes of ethics, etc. to be applied; no concept of array of arguments; Does not specify a resolution or judgment.
2 Beginning	Does identify some of the ethical issues; Does describe the frameworks, principles, codes of ethics, etc. which can be applied; Limited understanding of multiple viewpoints; Does make a judgment but does not take into account the array of arguments presented.
3 Competent	Is clear about the ethical issues; Draws upon ethical frameworks and pertinent consensus documents, literature, evidence, etc. to develop pertinent arguments; Begins to show fairness, openness to more than one viewpoint; Does make a judgment that considers some of the array of arguments.
4 Accomplished	Is clear about ethical issues and shows how these issues emerge from the contemporary context; specifies the decision-makers and stakeholders in the situation; Draws upon ethical frameworks and pertinent consensus documents, literature, evidence, etc. to develop pertinent arguments; Demonstrates fairness, openness to multiple viewpoints; Develops and presents pertinent alternate arguments on the problem; Does make a reasoned judgment that takes into account the full array of arguments in the case.

Notes:

Ethical issues

- 1) Is it an ethical issue? As contrasted with political concern.
- 2) Is there clarity about the decision-maker? Stakeholder?
- 3) What's the evidence for this being a problem/concern in contemporary times?

Frameworks/principles/codes

- 1) Are there tools/processes/frameworks/principles (e.g. deontological vs utilitarian) that can be applied to this problem?

- 2) What are the array of arguments? (e.g. different and discrete arguments expressed)
- 3) What research skills might assist in this exploration?

Resolution/judgment

- 1) Integration of the arguments in order to decide ethically on this issue?
- 2) Can the student be open to opposing positions in order to make a reasoned response?

Acceptable Performance Level:

10% of students exhibit ACCOMPLISHED performance
80% of students perform at COMPETENT or higher levels of performance
Not more than 20% of the students perform at CLUELESS or BEGINNING levels of performance

Artifacts to be collected from CEI courses: Student papers, presentations, powerpoint slide show, exams, outline of presentations, discussion or debate. Artifacts should already be part of the faculty member's course.

Assessment Plan (Tentative)

Activities for end of Fall 2007 term: (A) Contact those currently teaching CEI courses this fall 2007 (approximately 40 instructors offering 85 sections of courses taught per semester) and see if the rubric can be applied to student work; are there artifacts (e.g. student papers) available that can be collected at the end of the term? Is there a variety of different classes that we could get artifacts? Prepare a SURVEY MONKEY to determine availability of artifacts, usefulness of rubric (validity), appropriateness of the SLO for this focus area. Gen Ed office would assist in doing this. (B) Cross section 10% of the faculty members currently teaching CEI courses this fall to submit 5 student samples and attempt to score using the rubric; (Do faculty members actually have the data? Can they provide the artifacts to be able to assess this SLO? Or perhaps the SLO's rubric needs to be clarified?) GE Ethics group to contact. (C) Contact those faculty who are applying for CEI courses and see if the rubric can be incorporate in their assessments of their courses. Gen Ed office/Monica would do this.

Activities for Spring 2008 – (A) Review the results of the pilot project; (B) Prepare to conduct a full scale assessment at the end of Fall 2008. (C) Consider if professional development is necessary (e.g. ethics across the curriculum, presenting the results of the pilot, engaging in dialogue about rubrics, scoring, assessments).

Writing Intensive (WI)

WI Student Learning Outcomes

Through multiple W classes, students will develop strategies for effective writing. Students can

- define a purpose and audience for various writing tasks.
- describe processes for composing an effective piece of writing.
- revise a draft purposefully.
- write a final draft that is well-focused, effectively organized, and precise in its language.
- edit their written work so that it is reasonably free from errors of usage, mechanics, and spelling.
- appropriately incorporate (and credit) source materials.

Through multiple W classes, students will learn to use and value writing as a tool for learning. Students can

- use writing to build and expand their understanding of a topic.
- use writing to consider different ideas or viewpoints on a topic.
- explain to others how writing can be used as a tool for learning.

Through multiple W classes, students will learn to write in the primary genres of their chosen fields, following appropriate conventions. Students can

- identify the primary genres of their field, describe identifying characteristics, and write in at least one of the genres.
- use vocabulary appropriate for field-specific texts.
- follow the writing, documenting, and formatting conventions that are appropriate to a field.

Hawaiian, Asian, & Pacific Issues (HAP)

NOTE: The UH system HAP group will create HAP student learning outcomes.